

Africa Bureau Brief

USAID Bureau for Africa, Office of Sustainable Development

No.2 2002

USAID Response to the Impact of HIV/AIDS on Basic Education in Africa

HIV/AIDS's IMPACT ON EDUCATION SYSTEMS

The 2000 World Education Forum in Dakar, Senegal, set out the goals of Education for All (EFA) by 2015. However, HIV/AIDS-related attrition and absenteeism among teachers, managers, and pupils seriously challenge these goals in Africa.

Already there are over 130 million school-age children who are not enrolled; two-thirds of them are girls. It is estimated that of the 44 countries that will not attain EFA by 2015, 32 will be sub-Saharan African countries with high HIV/AIDS rates.

The number of orphans in Africa is estimated at 13 million, and many of these are the first to lose the support of extended families for schooling, especially if they are girls. There are also many children who are not orphaned but whose families simply cannot afford to send them to school because of extensive costs associated with long, drawn-out HIV-related illnesses and lost labor. Data in the education sector, thus, has begun to register negative systemic impacts of HIV/AIDS on pupil enrollments. For example, first grade enrollment in KwaZulu-Natal, South Africa declined by 12 percent between 1998 and 1999—largely due to direct and indirect HIV/AIDS impacts. Grade 1 enrollment in that province would have to grow by 24 percent in 2002 to return it to 1998 levels. In Zambia, where HIV prevalence rates are estimated at 20 percent, the net attendance rate has dropped over the past decade with a decline of 10 percent between 1992 and 1996.

Meanwhile, ministries of education (MOEs) will face worsening shortages of trained teachers. Erosion of the educated work force due to HIV/AIDS will exacerbate the difficulty MOEs have recruiting qualified persons for teacher training. However, availability of recruits is only part of the problem. Ability to meet increased

teacher-training costs is an additional challenge. In Zambia for instance, roughly three-quarters of the number of new teachers trained each year are required to replace those dying annually from AIDS. The Zambian Ministry of Education estimates it would cost some \$25 million to keep up with projected demand between 1990 and 2010. Mozambique's estimate is nearly twice that amount. Swaziland estimates an 80 percent increase in training costs to replace lost teachers and keep up with demand over the coming decade. Just one province in South Africa, KwaZulu-Natal, estimates it will need to replace 70,000 teachers over the coming decade, due to the impact of AIDS on existing teacher attrition rates.¹ At a time when the need for

creativity and technical skill is at its highest, the sector finds its human resources eroding nearly as fast as they can be replaced and innovative ideas are needed in order to deliver basic education to more children in changing circumstances.

The quality of education is also badly compromised for students who remain in primary school in the worst HIV/AIDS-affected districts. Teachers are often absent from school to tend sick relatives or attend funerals. In



Schoolchildren at an AIDS Awareness event in South Africa.

JHU/CCP



ACRONYMS

ADEA	Association for the Development of Education in Africa
AED	Academy for Educational Development
AFR	USAID Bureau for Africa
AIR	American Institutes for Research
BESSIP	Basic Education Sub-Sector Investment Programme
CAI	Creative Associates International
CHANGES	Zambia School Health Project
DFID	Department for International Development (U.K.)
DHS	Demographic Health Survey
EDC	Education Development Center, Inc.
EFA	Education for All
ESS	Education Sector Support
IIEP	International Institute for Educational Planning
MOE	Ministry of Education
MTT	University of Natal Mobile Task Team on HIV/AIDS and Education
OVC	Orphans and Vulnerable Children
SADC	Southern Africa Development Community
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
ZDES	Zambia DHS Education Module

a 2000 case study on Malawian educational quality, teacher absenteeism was estimated at 20 percent due to HIV/AIDS-related illnesses among teachers and their families. Pupil/teacher ratios swelled to an average 96 pupils per teacher in some schools. Declining pupil participation also detracted from the quality of learning for children who were enrolled. Absenteeism among pupils to care for sick relatives in the same Malawi study reached over 30 percent in areas most affected by HIV/AIDS.²

USAID AFRICA BUREAU BASIC EDUCATION PROGRAMS RESPOND

USAID investments in systemic reform of basic education in Africa are challenged by the scale of these HIV/AIDS impacts. For over a decade, the USAID Bureau for Africa (AFR) has employed the Education Sector Support (ESS) approach to help African ministries of

education strengthen the interdependent pieces of a sound education system. These systemic reform efforts have helped MOEs to improve teacher training and supervision, teacher/pupil ratios, the quality and relevance of curricula, the availability of textbooks, the quality of education management information systems, the efficiency of administration, the participation of communities, and access to education, especially for girls.³ Recognizing the impact of HIV/AIDS on the progress made in all of these areas, and in response to requests from USAID missions and ministries, the AFR basic education team has worked intensively since 1999 to begin building HIV/AIDS interventions into USAID education programs. The team has worked with USAID missions, MOEs, other sectors, agencies, and many other partners to assist missions in making critical choices to bolster African education systems from the impact of HIV/AIDS, while they continue making improvements in expanded service provision. In every case, a mission's and country's response varies according to HIV prevalence rates (and impact on education systems) and the needs of MOEs as determined by the status of ongoing reforms.

When a USAID mission has the opportunity to make new strategic and programmatic decisions with the MOE and its partners, the AFR education team can help to incorporate HIV/AIDS into the mission's education framework. One way to illustrate this is to build a cross-cutting component across the bottom of the programmatic diagram, showing how HIV-relevant activities can support on-going education reform activities under the existing agreement with the MOE. This helps the mission and MOE make HIV-relevant program decisions in the context of ongoing education reform.

USAID/Zambia, for example, built a cross-cutting HIV/AIDS component into its framework that identifies three broad categories of action aligning with the mission's existing three areas of support to the MOE's education reform. The mission and MOE both endorse this strategy to support the MOE's already-identified needs and newly-identified HIV impacts at the same time (see figure 1). Working with a framework like this also helps all education partners begin to see that managing the impacts of HIV/AIDS can be treated as part of everyday education management.

AFRICA BUREAU'S STRATEGY FOR HIV/AIDS AND EDUCATION

In their work with USAID missions, MOEs, and partner agencies, the AFR/Education Team developed a three-part strategy to guide HIV/AIDS support within ongoing education reform efforts. The strategy has three main emphasis areas:

1. Building the capacity of ministries of education for long-term systemic response to the impact of HIV/AIDS on all aspects of education for teachers, administrators, and pupils.
2. Strengthening formal and nonformal delivery of "Life Skills" education to pupils and teachers to face the HIV/AIDS challenge, covering such areas as how to prevent HIV/AIDS transmission, how to resist peer pressure, and how to combat the stigma attached to the disease.
3. Supporting innovations among MOEs, communities, and nongovernmental organizations (NGOs) to deliver both formal and nonformal basic education to orphans and other HIV-affected children, especially girls.

This strategy, following the principles of the ESS approach, produces *sustainable* results by building the capacity of ministry personnel, school management committees, and other NGOs to plan and implement interventions to manage the effects of HIV/AIDS on education systems. It produces *systemic* results as it

promotes sector wide strategic plans to address the impact on teachers, managers, and pupils. It produces *classroom/pupil-level* results as it supports teacher training and innovative efforts for improved delivery of formal and nonformal basic education as well as HIV-prevention education.

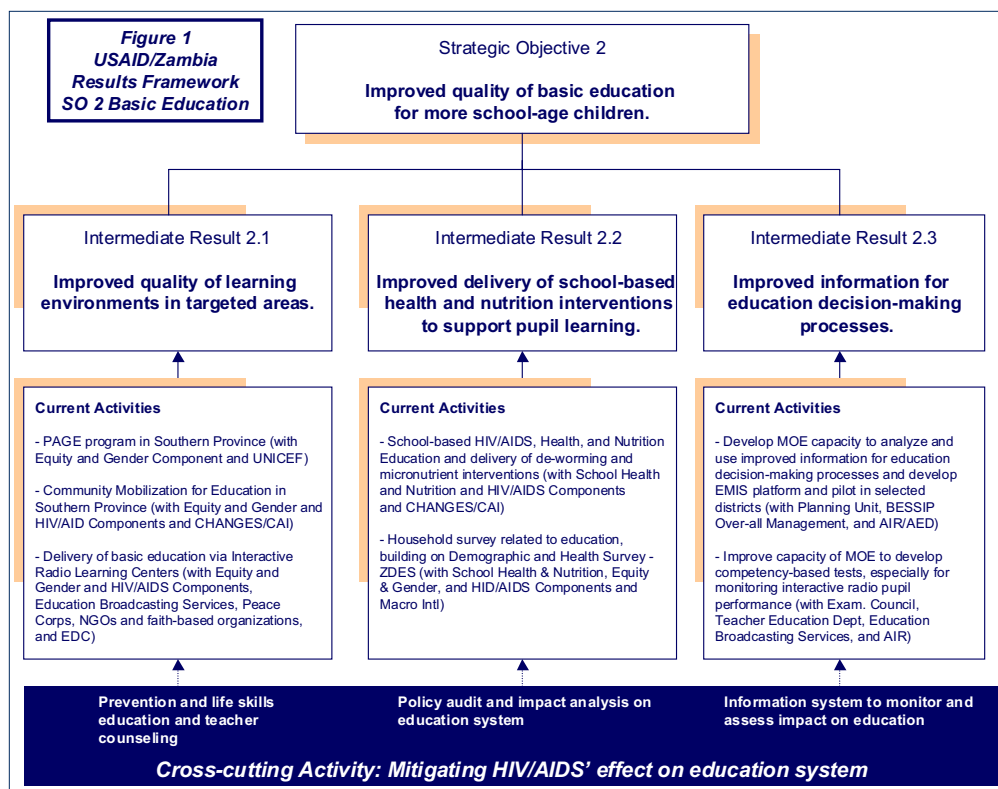
USAID'S STRATEGY EMPHASIS AREAS

1. *Building the capacity of ministries of education for long-term systemic response to the impact of HIV/AIDS impact on all aspects of education for teachers, administrators, and pupils.*

HIV/AIDS impact studies show that, as the epidemic erodes human capacity, the education sector will be increasingly challenged to deliver quality basic education unless bold interventions are undertaken to address human capacity and resource shortfalls. Therefore the first emphasis area of the strategy is on education management, teacher development, and intervention planning. Capacity building to gather and process timely HIV-relevant data, to conduct policy dialogue, and to carry out strategic and implementation planning for HIV/AIDS mitigation and prevention activities requires substantial technical and financial investments to the MOE and partner NGOs.

HIV/AIDS does not introduce new management problems to Africa. Instead it greatly aggravates problems that education professionals have been working to address for over a decade. But increasing experience in southern African countries demonstrates the importance

of a dedicated HIV/AIDS management unit—including a full-time senior staff person—within the MOE to address management issues in new ways. With intense political focus on HIV/AIDS and education activities, it is important for the MOE to have a detailed strategic plan to prioritize, justify, and coordinate activities that mitigate HIV impacts on the workforce and budget, and to leverage and coordinate resources for life skills education within existing school health programs. It is also important to build capacity to manage an operational matrix that



helps manage implementation. When a strategic plan and operational matrix are in place, policy dialogue and ongoing data collection are necessary to create and sustain a supportive environment for effective policies and implementation.

2. Strengthening formal and nonformal delivery of “Life Skills” education to pupils and teachers to face the HIV/AIDS challenge, covering such areas as how to prevent HIV/AIDS transmission, how to resist peer pressure, and how to combat the stigma attached to the disease.

As a ministry of education appoints personnel to focus on HIV/AIDS, gains a sense of the impacts of HIV/AIDS on education, and develops a vision of prioritized needs for interventions, it is also very appropriate for the MOE to begin or continue working on skills-based education for HIV prevention, referred to here as “Life Skills.” Examples of activities in this emphasis area include support for curriculum development or improvement, for improved teacher training in Life Skills, and to facilitate community dialogue with educators on how sexuality and HIV/AIDS prevention should be addressed in the classroom.

Knowledge about HIV transmission alone has not proven sufficient to allow young people to protect themselves from the virus. This has led to the development of curricula that address the skills needed to apply the knowledge in a meaningful way. Life Skills methodologies are designed to bridge the gap between knowledge, attitudes, and skills and behavior change. Life Skills curricula generally address skills such as self-esteem, assertiveness, responding to peer pressure, and the importance of compassion and anti-discrimination, as well as information about HIV transmission. Interactive discussions bring out the need to abstain from sexual activity or practice safe sex. Role-plays and other interactive teaching methods allow participants to develop and practice skills needed to do this.

Unfortunately, as Life Skills programs have been introduced, core information needed to prevent HIV/AIDS transmission is often taken out. Sex education is often deemed too controversial and taken out of Life Skills programs at the central MOE, or shelved at the classroom level. In order to implement sex education in a sustainable way, effective policies and other supportive strategies such as involvement of communities need

to be in place. Communities that will use the program must have a voice in the content and how it is taught. Development of curricula, therefore, should involve a wide range of the community, including parents, teachers, students, health workers, religious leaders, and any other community leaders.

Where Life Skills curricula are in place, the Africa Bureau education team encourages missions to explore ways to work with MOEs to mobilize communities to support the curricula. Where curricula are not in place, community mobilization may be particularly useful to initiate dialogue and create local demand.⁴

3. Supporting innovations among MOEs, communities, and nongovernmental organizations (NGOs) to deliver both formal and nonformal basic education to orphans and other HIV-affected children, especially girls.

The third emphasis area of the strategy builds on MOE experience in the first two emphasis areas. As the MOE gathers information and addresses delivery of basic education in accord with changing human resources and demand for education, MOE planners and NGOs may try to develop innovations in delivery of education. These educational opportunities may include radio education, coordination of formal schooling with formal and nonformal community schools, use of peer educators to reach street-children, or nonformal media (newspapers, TV and radio serial dramas, cinema) that can be used in and out of classrooms. Because these activities break down distinctions between formal and nonformal education, they often require strategic technical and financial support to NGOs as well as MOEs, building partnerships as well as capacity for an education system to deliver all the pieces of a quality basic education.⁵

OTHER AFRICA BUREAU SUPPORT

To support implementation of the strategy, and to inform USAID technical and strategic guidance to missions and other Bureaus, the Africa Bureau education team also engages in the following:

- ◆ Identification and coordination of an Africa-driven research agenda with other international and U.S. agencies to bring the best technical information possible on strategies for HIV impact management and prevention to design and implementation of programs in education (including education management information systems, design of effective



A South African AIDS mural.

Life Skills programs, and analysis of teacher attrition and absenteeism).

- ◆ Participation in interagency working groups on HIV/AIDS and education with the United Nations Children's Fund (UNICEF), The World Bank, the British Department for International Development (DFID), the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other development agencies to coordinate technical and financial resources with education programs in Africa.
- ◆ Support for the University of Natal (South Africa) Mobile Task Team on HIV/AIDS and Education that helps MOEs develop and implement strategic plans for HIV/AIDS mitigation and prevention, and plays an important role as a new generation of African professionals takes on management of HIV/AIDS as a part of everyday education management in Africa.

THE MOBILE TASK TEAM ON HIV/AIDS AND EDUCATION

While visiting USAID in Washington in fall 1999, Barbara Chilangwa, the permanent secretary of Zambia's MOE, asked some members of the Africa Bureau Education Team to think about providing assistance for a very particular task. She described the availability of substantial funding to focus on HIV/AIDS impacts in education, the MOE with a will to act, but no articulated plan to explain funding priorities or implementation steps to the ministry of finance and donor agencies.

"Show us the plan, and we'll give you the money for HIV/AIDS in education," financial officers advised her. In turn, she told the Africa Bureau education team, "If you can help us make that plan, it will help us get the funding to address these issues."

The University of Natal Mobile Task Team on HIV/AIDS and Education (MTT) was conceived and initiated in direct response to this request from Zambia, and from other planners in the region asking for similar assistance. In April 2000, the University of Natal's Health Economics AIDS Research Division hosted a USAID Africa Bureau-sponsored meeting of 42 ministry of education and ministry of finance personnel from eight Southern African Development Community (SADC) countries. One recommended next step was to form a group of African professionals working in HIV/AIDS education, health information systems, economics, management, planning and demography

who would be available to work with MOEs to help develop and implement plans for long-term response to the systemic impacts of HIV/AIDS in education.


With Africa Bureau funding and technical support, and with advice from MOEs, USAID missions, the SADC Secretariat, and other donor agencies, the MTT has come to play an important role in facilitating development of strategic plans and strengthening management capacity for an education sector response. In the process, it has helped MOEs, USAID, and other donors to identify and prioritize activities requiring funds, thus helping MOEs attract and manage funding to the sector for HIV/AIDS mitigation and prevention.

The MTT's work with a MOE typically begins with a request from a USAID mission that has proposed the resource to the MOE. Upon this request, up to four experts from the MTT form a team that maintains an ongoing relationship with the MOE. First, the team works with the MOE and mission staff to prepare for a three- to five-day workshop to develop a vision statement and strategic plan. The initial workshop involves ministry planners, educators, NGOs, and other stakeholder groups at the discretion of the MOE, including USAID, the Joint United Nations Programme on HIV/AIDS (UNAIDS), DFID, UNICEF, UNESCO, and other interested donors. The ministry provides or finds funding for on-ground costs and handles local logistics, while USAID funds the MTT facilitators. DFID has been a primary partner in MTT workshop funding in Malawi and Zambia. Together, participants in the workshop assess the country's situation, revisit any existing plans and develop a comprehensive, prioritized, and achievable action plan that includes monitoring and measurement components.

MENU OF MTT OPTIONS FOR USE WITH MINISTRIES OF EDUCATION

To support education ministries and achieve the goal of transferring skills, members of the Mobile Task Team have collected and honed a basket of tools for educators' use. These include:

- ◆ Sector appraisal framework
- ◆ Techniques for building a vision, goals, and objectives
- ◆ Prioritized implementation planning
- ◆ Tools for modeling teacher supply and demand
- ◆ District-level data collection systems and management toolkits
- ◆ Methods and/or templates for partnership database development
- ◆ Templates for analyzing technical assistance needs
- ◆ Monitoring and evaluation frameworks



Through related training activities that follow the workshops, the MTT also trains core groups of local education managers in critical skills for HIV/AIDS response. The aim is to develop a network of managers and planners able to design and implement long-term countermeasures to the pandemic at central, provincial, and district levels.

The MTT was formed in August of 2000 and has thus far worked on strategic plans in five African countries, and in 2002 begins work in three new countries. Members of the MTT have served as technical leaders for HIV and education training activities for several regional groups such as SADC, the Association for the Development of Education in Africa (ADEA), and UNESCO West Africa. Under its cooperative agreement with Africa Bureau, it will expand its work and train additional personnel in collaboration with other agencies. The Africa Bureau education team continues to work with the World Bank, UNICEF, and DFID to help integrate MTT work with that of other agencies in the education sector.

There are many early signs of the effectiveness of the MTT. Comprehensive strategic and implementation plans for HIV/AIDS management in MOEs in Zambia, Malawi, Namibia, and Ghana, and in provincial departments of education in South Africa are getting started. MTT is gearing up to respond to new requests for strategic planning activities with MOEs in Ethiopia, Guinea, and Uganda. Forty-eight MOE personnel participated in the Ford Foundation-funded summer institute for advanced HIV/AIDS and education management skills at University of Natal in July 2001. USAID and DFID in Namibia decided in 2001 to co-fund a major ministry of basic education, sport, and culture study of the impact of HIV/AIDS on education. USAID and DFID in Zambia are collaborating with the MOE on adaptation of a new decentralized education management information system for collection and use of HIV/AIDS-relevant data. USAID/Malawi is working with the MOE and UNICEF on pre-service Life Skills training for teachers. DFID elected to fund the full time HIV/AIDS manager in the MOE in Zambia. The joint education ministries in Namibia formed a common dedicated unit for HIV/AIDS management with funding from DFID and other donors. The joint education ministries in Namibia funded a Life Skills curriculum workshop for provinces to develop implementation plans. Finally, the Namibian MOE is establishing a permanent HIV/AIDS management unit based on an MTT-designed model.

To learn more about the MTT and its lessons for other MOEs, visit the University of Natal's Health Economics and HIV/AIDS Research Division (HEARD) website at www.und.ac.za/und/heard.

CONCLUSION

USAID's Africa Bureau is committed to sustained support for missions and MOEs to address the impacts of HIV in education. The Bureau will continue to work with missions, MOEs, and other partner agencies in Africa to identify and disseminate technical information and resources of practical importance for response to the epidemic. It will continue to work with the Bureaus for Global Health and Economic Growth, Agriculture, and Trade in USAID to develop guidelines for use of multisectoral funds for HIV in education. The Bureau will also continue to seek ways to support regional development of research and tools that address Africa's specific needs brought about by HIV/AIDS.

The following appendices show activities currently supported by USAID Africa missions and the AFR/ Education Team, broken down by country and listed by strategic emphasis area, and illustrative indicators used to monitor progress in common activities supported by missions.

FOOTNOTES

¹ UNESCO's International Institute for Educational Planning (IIEP) in Paris currently manages on behalf of the Inter-agency Working Group on HIV/AIDS and Education a matrix of all major studies of the impact of HIV on education in Africa. For more information e-mail information@iiep.unesco.org.

² USAID, Improving Educational Quality Project II, "Case Study of Educational Quality in Mangochi District, Malawi." American Institutes for Research, 2001.

³ For detailed discussion about USAID's Education Sector Support (ESS) approach see *USAID's Strategic Framework for Basic Education in Africa*. USAID, Africa Bureau. SD Technical Paper No. 84. October 1998. PN-ACE-550. Available at www.dec.org/pdf_docs/PNACE550.pdf.

⁴ For more about design of effective school-based Life Skills programs see *Tips for Developing Life Skills Curricula for HIV Prevention among African Youth: A Synthesis of Emerging Lessons*. USAID, Africa Bureau. SD Technical Paper No. 115. January 2002. Available at www.dec.org/pdf_docs/PNACN635.pdf. See also UNICEF resources at www.unicef.org/infores/pubssubject.htm#hiv.

⁵ For examples of programs reaching orphans and vulnerable children see resources available at www.usaid.gov/pop_health/aids/TechAreas/ChildrenAffected/index.html. See also UNICEF resources at www.unicef.org/infores/pubssubject.htm#hiv.

For more information, contact Dr. Bradford Strickland, AFR/SD/education, at bstrickland@usaid.gov. For additional copies of this AFR Bureau Brief, contact the Africa Bureau Information Center at abic@dis.cdie.org or (202) 661-5827.

Appendix A: Matrix of USAID/Africa Bureau Activities by Strategy Emphasis Area and Operating Unit

Emphasis Area 1: Education Strategy and Management Activities Focused on the Impact of HIV/AIDS on the Education Sector		
Operating Unit	Activity Description	Partners
USAID/Ghana	<ol style="list-style-type: none"> Supports MOE strategic and implementation planning process for impact of HIV/AIDS on education sector Builds capacity of Ghanaian NGOs and the Ghana Education Service to address the impact of HIV/AIDS in the education sector. Activities include peer education, school-level support and mobilizing parents through parent teacher associations and school management committees Funds HIV/AIDS advisor to the MOE 	<ol style="list-style-type: none"> Ministry of Education (MOE), USAID/AFR/SD MOE, Ghana Education Service, World Education MOE
USAID/Malawi	<ol style="list-style-type: none"> Supports impact assessment of HIV/AIDS on education sector Support for MOE strategic and implementation planning process for impact of HIV/AIDS on education sector Funds HIV/AIDS advisor to MOE Sponsors full-time HIV education advisor at USAID Mission Supports the Teachers Union of Malawi (TUM) in the implementation and management of their HIV/AIDS and policy development and education activity 	<ol style="list-style-type: none"> MOE, University of Sussex/CERT (?) MOE, DFID, USAID/AFR/SD, Health Economics and AIDS Research Division- Mobile Task Team on HIV/AIDS and Education (HEARD/MTT) MOE MOE TUM, American Federation of Teachers (AFT)
USAID/Namibia	<ol style="list-style-type: none"> Supports MOE strategic and implementation planning process for impact of HIV/AIDS on education sector Provides assistance for the development of HIV/AIDS taskforce in the MOE Co-sponsors education sector HIV/AIDS impact assessment Provides assistance for development of national OVC policy 	<ol style="list-style-type: none"> MOE, USAID/AFR/SD, HEARD/MTT MOE MOE, DFID MOE
USAID/Nigeria	<ol style="list-style-type: none"> Participates in planning dialogue with MOE on management of HIV/AIDS impact in education 	<ol style="list-style-type: none"> MOE, World Bank, DFID
USAID/South Africa	<ol style="list-style-type: none"> Funds HIV/AIDS advisor to the MOE Supports assessment of impact of HIV/AIDS on the education sector¹ Funds two national strategic planning conferences on HIV/AIDS in education¹ Funds HIV/AIDS guidelines for teachers¹ Funds HIV/AIDS policy planning for school governing body members at the provincial level 	<ol style="list-style-type: none"> MOE MOE, HEARD, Abt Assoc., Policy Project, local government MOE, HEARD/MTT MOE MOE, LINK Community Development Organization
USAID/Zambia	<ol style="list-style-type: none"> Supports MOE strategic and implementation planning process for impact of HIV/AIDS on education sector Supports policy audit and assessment of HIV/AIDS impact on education sector Supports development of HIV/AIDS-related education management information system 	<ol style="list-style-type: none"> MOE, USAID/AFR/SD, HEARD/MTT, DFID MOE MOE, DFID

¹Health funds jointly programmed with Education Program

Operating Unit	Activity Description	Partners
USAID/AFR/SD	<ol style="list-style-type: none"> 1. Continues support for the HEARD/Mobile Task Team (HEARD/MTT) that helps MOEs to develop strategies for impact management and monitoring and evaluation of activities 2. Supports network connectivity for MOE staff in region working on HIV/AIDS 3. Sponsored HIV/AIDS in Education Workshop held in Durban, April 2000 4. Supports HEARD/MTT- Ford Foundation Summer Institute on Management of HIV/AIDS in Education 5. Assists USAID Missions to integrate HIV focus within all education programs 6. Produced and disseminated a 13 minute video on street children in Lusaka, Zambia 7. Analyzes teacher absenteeism and attrition 	<ol style="list-style-type: none"> 1. HEARD/MTT 2. Leland/EDDI 3. MOEs, HEARD 4. Southern Africa MOEs, Ford Foundation, HEARD/MTT 5. Four dedicated staff in USAID/Washington, linked to other cross-sectoral experts on HIV management 6. USAID/Zambia, UNICEF/Zambia, USAID Bureau for Global Health (G/BGH) 7. Host missions, MOEs

Emphasis Area 2: HIV/AIDS Prevention Activities for School-Aged Children and Young People, Especially in Schools, but also Nonformal Settings		
Operating Unit	Activity Description	Partners
USAID/Benin	<ol style="list-style-type: none"> 1. HIV/AIDS prevention module integrated into health education program 	<ol style="list-style-type: none"> 1. MOE, Medical Care Development International (MCDI)
USAID/Ghana	<ol style="list-style-type: none"> 1. Curriculum materials for HIV education in schools 2. Community/district level teacher training on HIV/AIDS and sexuality education completed 3. Capacity of Ghanaian NGOs and the Ghana Education Service built to tackle the challenge of HIV/AIDS in the education sector through peer education, and school and community mobilization 	<ol style="list-style-type: none"> 1. MOE 2. MOE, Community Schools Alliance 3. MOE, World Education
USAID/Malawi	<ol style="list-style-type: none"> 1. Social mobilization campaign on AIDS awareness piloted and evaluated 2. MOE pre-service teacher training in Life Skills supported 	<ol style="list-style-type: none"> 1. MOE, Creative & Associates International (CAI) 2. MOE, UNICEF, USAID/AFR/SD
USAID/Mali	<ol style="list-style-type: none"> 1. 2,500 youth trained as peer educators in Life Skills curricula 2. Curricula revised incorporating Life Skills 3. Life Skills curricula developed and piloted in 100 schools 	<ol style="list-style-type: none"> 1. MOE, John Snow International (JSI) 2. MOE, JSI 3. MOE, Strategies for Advancing Girls' Education
USAID/South Africa	<ol style="list-style-type: none"> 1. Pilot Life Skills education program including HIV/AIDS designed 	<ol style="list-style-type: none"> 1. MOE
USAID/Zambia	<ol style="list-style-type: none"> 1. Capacity of school health and nutrition component built to work in HIV/AIDS 2. HIV/AIDS training provided in 30 rural communities 3. Life Skills curricula incorporated into radio education for out-of-school youth 	<ol style="list-style-type: none"> 1. MOE, CHANGES/CAI, USAID/AFR/SD 2. MOE, CAI, UNICEF/PAGE 3. MOE/EBS, EDC
USAID/AFR/SD	<ol style="list-style-type: none"> 1. <i>Tips for Developing Life Skills Curricula for HIV Prevention</i> developed. Disseminating to missions, MOEs, other partners 2. Experts Meeting on Life Skills for HIV Prevention in African Schools organized 3. Selected formal and nonformal Life Skills materials, impact evaluation, inventory, and access directions synthesized 	<ol style="list-style-type: none"> 1. Africa Bureau Information Center, USAID/BGH/YouthNet 2. USAID/BGH/YouthNet, CDC/DASH, World Bank, Johns Hopkins University, Population Council/HORIZONS Project, UNICEF, Advocates for Youth 3. African Consultants International-Dakar, SARA Project

Emphasis Area 3: Activities Supporting Access to Quality Basic Education for Under-Served Populations, Especially Girls, Orphans and other Vulnerable Children²

Country	Activity Description	Coverage	Partners
Benin	<ol style="list-style-type: none"> 1. Local NGOs supported for PTA capacity building and greater community involvement in schools to increase access 2. Support to the <i>Network for the Promotion of Girls' Education</i> to increase girls' access to education 3. Innovative delivery of technical skills education to out-of-school youth 4. <i>School Sanitation and Environment Improvements Program</i> increases children's and parents' knowledge of hygiene, sanitation, and disease prevention and improves the sanitary environment in primary schools 	<ol style="list-style-type: none"> 1. 1,200 PTAs served, representing nearly 40 percent of primary schools 2. 13 sub-prefectures with the lowest enrollment rates 3. Country-wide 4. 30 school districts and 969 schools 	<ol style="list-style-type: none"> 1. MOE, World Education 2. MOE, local NGOs, World Education 3. Songhai NGO 4. MCDI, MOE, MOH, local NGOs
Ethiopia	<ol style="list-style-type: none"> 1. <i>Community Schools Grant Program</i> increases children's access to quality education, with a particular focus on girls 	<ol style="list-style-type: none"> 1. 1,300 schools participating in program 	<ol style="list-style-type: none"> 1. MOE, World Learning
Ghana	<ol style="list-style-type: none"> 1. Community mobilization program promotes girls' participation in schools as well as greater community participation 2. Improved learning environment and teaching in disadvantaged areas 3. Capacity building and the provision of incentive grants to district education officers to enable them to plan, implement, monitor, and evaluate district specific school improvement activities 	<ol style="list-style-type: none"> 1. 354 Schools participating in program 2. 282 Schools, 76,510 pupils reached 3. Country-wide program to benefit 110 districts, 49 districts reached 	<ol style="list-style-type: none"> 1. MOE, CRS, EDC 2. MOE, AED, CRS 3. MOE, AED, CRS
Guinea	<ol style="list-style-type: none"> 1. Community schools established and communities mobilized to expand access to children, especially girls, in under-served areas 	<ol style="list-style-type: none"> 1. 247 community schools established 	<ol style="list-style-type: none"> 1. World Education, Save the Children, Africare
Malawi	<ol style="list-style-type: none"> 1. Community mobilization activity to improve education quality through community participation in school monitoring and management 2. <i>QUEST</i> program assisting communities to establish community schools to expand access to children, especially girls, in under-served areas 	<ol style="list-style-type: none"> 1. 14 districts, 45,750 people reached 2. Eight community schools established 	<ol style="list-style-type: none"> 1. MOE, CRECCOM 2. MOE, Save the Children

² In addition to these activities, the Education for Development and Democracy Initiative supports girls' scholarship programs in 30 African countries. For more information visit www.eddigirlsscholarships.org

Mali	1. Community schools established and communities mobilized to expand access to children, especially girls, in under-served areas	1. 1,665 schools and 114,162 schoolchildren served	1. Africare, Save the Children, Care, World Education
Namibia	1. Educational quality improvements made in disadvantaged primary schools 2. Assistance to OVC, their caretakers and communities, including access to education and provision of psychosocial support ³	1. 40 percent of the most disadvantaged student population served 2. N/A	1. MOE, AED 2. Family Health International, Catholic AIDS Action, Lifeline, Childline
Nigeria	1. New education program includes job skills training program for unemployed youth (planned)	1. N/A	1. MOE, OICI
Senegal⁴	1. Publicity and awareness-raising, community mobilization through school management committees, and classroom rehabilitation and construction of latrines to promote access and retention of girls in school 2. Awareness-raising and mobilization through classroom rehabilitation and construction of latrines to promote access and retention of girls in school 3. Retention of disadvantaged girls promoted through the Ambassador's Girls' Scholarship Program	1. 30 primary and 4 vocational schools 2. 50 primary and 7 vocational schools 3. 100 high-school girls per year from 10 regions in 10 th , 11 th , and 12 th grades	1. Project JOG/CAII w/ local NGOs: ADEF, & Tostan 2. MOE, UNICEF 3. MOE, Winrock International, Peace Corps
Uganda	1. <i>Equity in the Classroom</i> program promotes learning among girls and other marginalized groups 2. <i>Alternative Basic Education for Karamoja</i> provides education to the disadvantaged children of Karamoja	1. Trainers trained in 18 primary teachers colleges covering all 45 districts 2. Piloted in 195 learning centers in two districts, 30,042 children reached between 1998 and 2000	1. MOE 2. MOE, Save the Children/Norway, UNICEF, District Education Offices
Zambia	1. <i>Program for the Advancement of Girls' Education</i> addresses equity in girls' access to education 2. Communities mobilized to identify OVC and ensure their access to education and other forms of support 3. Radio education program for out-of-school children, especially targeting OVC	1. Piloted in 42 schools, over 10,500 students reached 2. New program begun in 2001 3. Over 170 centers, over 10,000 learners served	1. MOE, UNICEF 2. MOE, CAI, UNICEF 3. MOE/EBS, EDC
USAID/AFR/SD	1. Support for policy dialogue on innovative strategies for education delivery to reach children affected by HIV/AIDS, including orphans	1. N/A	1. USAID/G/BGH

³ EDDI funded; programmed through the HIV/AIDS Special Objective

⁴ Program activities funded through Education for Development and Democracy Initiative (EDDI)

Appendix B: Illustrative Activities and Suggested Indicators to Mitigate Impact of HIV/AIDS on Sector

Illustrative MOE Activities Related to Objectives	Indicators
Objective: Support MOE to develop long-term capacity for planning and managing the impact of HIV/AIDS in the education workforce, and among pupils	
<p>Collect and analyze data on projected changes in education workforce and student enrollment</p> <p>Appoint an HIV/AIDS focal person in MOE</p> <p>Establish a functioning HIV/AIDS task force in MOE</p> <p>Develop a strategic plan with prioritized list of activities (operational matrix)</p> <p>Develop consensus within MOE and major educational organizations in country for implementing strategic plan</p> <p>Maintain an ongoing dialogue between MOE and donors regarding funding of new programs</p> <p>Develop mechanism to regularly monitor teacher absenteeism and student attendance/drop out rates, building on education management information system (EMIS) system.</p> <p>Collaborate with national HIV/AIDS experts to develop curricula for HIV/AIDS education and skills building for teacher trainees</p> <p>Establish/update conduct of teachers policies and disseminate them widely to teachers through unions, professional organizations, teacher training institutions, etc.</p>	<p>Strategic plan and operational matrix for integrating HIV/AIDS education in MOE completed and disseminated to stakeholders</p> <p>Number of activities in operational matrix supported by Mission (through technical assistance or direct funding) as a proportion of the total number of activities planned per year in operational matrix</p> <p>Number and percentage of major teacher training institutions providing HIV/AIDS prevention and skills building to protect teacher trainees out of total number of teacher training institutions</p> <p>Recommended Indicator</p> <p>Number and percentage of working teachers and teacher trainees in selected areas aware of professional policies on codes of conduct out of total number of working teachers and teacher trainees in selected areas</p>
Objective: Increase teaching of Family Life Skills in schools	
<p>Gather, pretest, and finalize Life Skills curricula for training student teachers and experienced teachers</p> <p>Gather, pretest, and finalize a curriculum for teaching Life Skills to primary school students</p> <p>Develop methods for monitoring and evaluating Life Skills courses in schools</p> <p>Set up community task forces including parents, teachers, health care providers, and students to review Life Skills curriculum and revise as needed to be locally acceptable</p> <p>Gather, pretest, and finalize a curriculum for teaching Life Skills to secondary school students*</p> <p><i>*For education programs working in secondary schools, this is a recommended activity</i></p>	<p>Number and percentage of major teacher training institutions preparing teacher trainees to teach Family Life Skills course out of total number of teacher training institutions</p> <p>Number of primary schools offering a Family Life Skills course as a proportion of all primary schools</p> <p>Number of secondary schools* offering a Life Skills course as a proportion of all secondary schools</p> <p><i>* For education programs working in secondary schools, this is a recommended indicator</i></p>
Objective: Increase access to basic educational curriculum to vulnerable youth	
<p>Gather information on nontraditional and innovative approaches to educating out of school youth including radio, community schools, peer education, etc.</p> <p>Set up community coalitions to support out-of-classroom educational opportunities for children and adolescents</p> <p>Work with local NGOs and community-based organizations (CBOs) to identify out-of-school youth</p> <p>Train teachers and community volunteers to educate vulnerable youth</p>	<p>Number of communities/school districts in selected areas starting innovative approaches to teach a basic educational curriculum to out-of-school youth as a proportion of all communities /school districts in selected areas</p> <p>Recommended Indicator</p> <p>Number of OVC benefiting from improved access to education</p>